



**THE WRITING ABILITY OF THE EIGHTH GRADE
STUDENTS OF MTS NU AL HIDAYAH KUDUS
IN ACADEMIC YEAR 2013/2014 TAUGHT
BY USING COOPERATIVE WRITING**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

2013



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MTS NU AL HIDAYAH KUDUS IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING COOPERATIVE WRITING**

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in Partial Fulfillment of the Requirements
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in English Education

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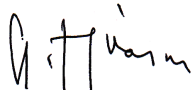
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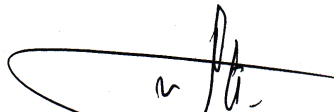


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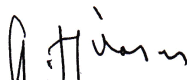
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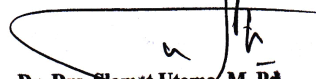
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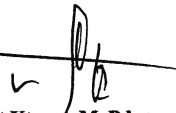
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MOTTO AND DEDICATION

Motto:

- Passion, dedication, work hard and determination are what we need to establish success.
- Real success is determined by two factors, first is faith and second is action.

Dedication:

I dedicate my skripsi to:

- Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him
- My beloved parents, Mr. Zaekhan and Mrs. Mudhofiroh, and her dearest sisters, thanks for your support and blessing
- All people who appreciate knowledge

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, in this occasion, I would like to express my gratitude to the God, Allah S.W.T., who has given me mercies and blessing so that I can accomplish this skripsi entitled “The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 Taught by Using Cooperative Writing”.

The researcher realized that he would not be able to finish his skripsi without the guidance, advance, suggestion and encouragment from many people to give support. So that in this special occasion, I would also like to convey my special gratitude to them. They are:

1. Dr. Drs. Slamet Utomo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University
2. Diah Kurniati, S.Pd. M.Pd., the Head of English Education Department
3. Nuraeningsih, S. Pd. M. Pd., my first advisor who gives me her best effort I could never imagine before
4. Dr. H. A. Hilal Madjdi, M. Pd., as my second advisor who already gives me wise suggestions in completing this skripsi
5. My beloved parents and the entire families who give me everything

I am sure that there are many mistakes make elsewhere. Therefore, I apologize for any mistakes and happily receive any constructive criticism and suggestion, but I hope that it will be useful for those especially who are in the field of education.

Kudus, 19 August 2013

Yusron Kurniyawan

ABSTRACT

Kurniyawan, Yusron. 2013. *"The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 Taught by Using Cooperative Writing"*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Nuraeningsih, S. Pd. M. Pd. (II) Dr. H. A. Hilal Madjdi, M. Pd.

Key Words: Writing Ability and Cooperative Writing

This research comes from the problem found in the Eighth Grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 in Writing English. Writing is very important skill in English and it is considered as the most sophisticated skill rather than the three other skills of language. Nevertheless, the students come to the class unprepared to the writing activities, they are too afraid to write as they are afraid of making mistakes, and they sometimes do not understand what they are supposed to do. Besides, teaching technique can also influence, if the teacher does not use a good and appropriate technique or method in their learning process. Hence, I offer to use Cooperative Writing to overcome the problems. Cooperative writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participation toward an end product.

The objective of this research is to find out whether or not there is a significant difference between writing ability of the eighth grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 before and after being taught by using Cooperative Writing method.

The design of the research is experimental. It can be concluded that this research collected quantitative data and used statistical formula to measure whether or not there is a significant difference between writing ability of the eighth grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 before and after being taught by using Cooperative Writing method. Meanwhile, the experiment research uses one group pre-test and post-test design.

The result shows that In the level of significance 0.05 and degree of freedom 35, there is a significant difference between writing ability of the eighth grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 before and after being taught by using Cooperative Writing method because ($t_o 8.05 > t_t 2.04$) and the t-observation falls in the critical region. The mean of Writing score of the Eighth Grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 after being taught by using Cooperative Writing is higher than the mean of the Writing score of the Eighth Grade students of MTs NU Al Hidayah Kudus in academic year 2013/2014 before being taught by Cooperative Writing (mean after treatment 77.57 > mean before treatment 65.71)

Finally, I address my suggestion to the teacher and next researchers. For the teacher: I suggest the teacher to use cooperative writing method as an alternative method to teach writing since it has been proved in this research that cooperative writing method is effective to increases students' participation, facilitates discussion of readings and enhances critical thinking. For the next researchers: They should develop and experiment for the upper level with some improvement so that the formula can be applied in different learning level in the accordance with the learning needs especially the educational system in Indonesia.

ABSTRAKSI

Kurniyawan, Yusron. 2013. *Kemampuan Menulis Siswa Kelas Delapan MTs NU Al Hidayah Kudus Tahun Pelajaran 2013/2014 di Ajar Menggunakan "Cooperative Writing"*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing: (I) Nuraeningsih, S. Pd. M. Pd. (II) Dr. H. A. Hilal Madjdi, M. Pd.

Kata Kunci: Kemampuan Menulis dan Teknik *Cooperative Writing*

Penelitian ini berasal dari kesulitan siswa kelas tujuh MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 dalam menulis bahasa Inggris. Menulis adalah keterampilan bahasa Inggris yang sangat penting dan dianggap sebagai skill yang paling canggih dibanding keterampilan lainnya. Akan tetapi, siswa datang ke kelas tanpa persiapan untuk kegiatan menulis, mereka terlalu takut untuk menulis dikarenakan takut berbuat kesalahan, dan kadang mereka tidak mengerti apa yang harus diperbuat. Disamping itu, teknik mengajar juga memberikan pengaruh, jika guru tidak menggunakan metode atau teknik yang sesuai dan baik. Oleh karena itu, saya menawarkan untuk Cooperative Writing untuk mengatasi masalah tersebut. Cooperative writing merupakan metode yang luar biasa untuk mendorong kerjasama, pemikiran kritis, pembelajaran sebaya dan partisipasi aktif dalam suatu tujuan pembelajaran.

Tujuan dari penelitian ini adalah untuk menemukan ada tidaknya perbedaan yang signifikan antara kemampuan menulis siswa kelas tujuh MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 sebelum dan sesudah diajar dengan *Cooperative Writing*.

Desain penelitian ini adalah eksperimen. Dapat disimpulkan bahwa penelitian ini mengumpulkan data kuantitatif dan menggunakan formula statistik untuk mengukur ada tidaknya perbedaan yang signifikan antara kemampuan menulis siswa kelas tujuh MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 diajar dengan dan tanpa dengan teknik *Cooperative Writing*. Sementara itu, desain eksperimen yang digunakan adalah penelitian eksperimen dengan menggunakan satu grup pretest dan post test.

Hasil penelitian ini menunjukkan bahwa dalam tingkat signifikansi 0.05 dan derajat kebebasan 34, ada perbedaan yang signifikan antara kemampuan menulis siswa kelas delapan MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 diajar dengan dan tanpa dengan teknik *Cooperative Writing* karena (t_0 8.05 > t_t 2.04) dan t-observasi jatuh di *critical region*. Mean dari skor kemampuan menulis siswa kelas delapan MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 setelah diajar dengan menggunakan teknik *Cooperative Writing* lebih tinggi dibandingkan nilai mean dari kemampuan menulis siswa kelas delapan MTs NU Al Hidayah Kudus tahun pelajaran 2013/2014 sebelum diajar dengan cooperative writing (mean setelah treatment 77.57 > mean sebelum treatment 65.71).

Pada akhirnya, saya mengamalkan saran kepada guru dan peneliti selanjutnya. Untuk guru: Guru sebaiknya mempertimbangkan menggunakan teknik *Cooperative Writing* di dalam kelas karena hasil penelitian menunjukkan bahwa cooperative writing efektif untuk meningkatkan partisipasi siswa dan mengembangkan diskusi membaca dan berfikir kritis. Untuk peneliti selanjutnya: mereka dapat mengembangkan penelitian ini pada tingkat yang lebih tinggi dengan perbaikan sehingga hasil dari penelitian ini dapat diterapkan pada tingkat yang berbeda berdasarkan kebutuhan pembelajaran, khususnya sistem pendidikan Indonesia.

TABLE OF CONTENTS

	Page
COVER	i
LOGO	ii
PAGE OF TITLE	iii
PAGE OF APPROVAL	iv
BOARD OF EXAMINERS	v
MOTTO AND DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRAKSI	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Statement of the Problems.....	5
1.3 Objectives of the Research.....	5
1.4 Significance of the Research.....	5
1.5 Scope of the Research.....	7
1.6 Operational Definition.....	7
CHAPTER II REVIEW TO RELATED LITERATURE	
2.1 Teaching English in MTs NU Al Hidayah Kudus	9
2.1.1 The Purpose of the Teaching English in MTs NU Al Hidayah Kudus	11
2.1.2 The Curriculum of MTs NU Al Hidayah Kudus	12
2.1.3 The Material of the Teaching English in MTs NU Al Hidayah Kudus	14
2.2 Writing.....	14
2.2.1 Function of Writng	15
2.2.2 The Writing Process	17
2.2.3 The Characteristics of Good Writing	20

2.3	Cooperative Writing	22
2.3.1	General Activities of Cooperative Writing	23
2.3.2	Implementation of Cooperative Writing in the Classroom	25
2.3.3	The Advantages of Cooperative Writing	27
2.4	Recount Text.....	28
2.5	Review of Previous Research	31
2.6	Theoretical Framework.....	32
2.7	Hypothesis of the Research.....	33

CHAPTER III METHOD OF THE RESEARCH

3.1	Research Design.....	34
3.2	Population and Sample.....	36
3.3	Instrument of the Research.....	37
3.4	Data Collection	39
3.5	Data Analysis	40

CHAPTER IV FINDING OF THE RESEACH

4.1	The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing	45
4.2	The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being Taught by Using Cooperative Writing	49
4.3	Hypothesis Testing.....	52

CHAPTER V DISCUSSION

5.1	The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing	56
5.2	The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being	

	Taught by Using Cooperative Writing	58
5.3	The Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before and after Being Taught by Using Cooperative Writing	60

CHAPTER VI CONCLUSION AND SUGGESTION

6.1	Conclusion	63
6.2	Suggestion	64

BIBLIOGRAPHY	65
---------------------------	----

APPENDICES	67
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SKRIPSI ADVISORS DECISION	111
--	-----

RESEARCH ASSERTION LETTER	112
--	-----

STATEMENT OF FINISHING SKRIPSI CONSULTATION	113
--	-----

STATEMENT	114
------------------------	-----

CURRICULUM VITAE	115
-------------------------------	-----

LIST OF TABLES

Table	Page
3.1 The Analytic Scale for Rating Composition Task.....	34
3.2 The Classification of the Writing Ability.....	38
4.1.a The Score of Writing Test of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing	43
4.1.b The Frequency Distribution of the Writing Score of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing	45
4.2.a The Score of Writing Test of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being Taught by Using Cooperative Writing	47
4.2.b The Frequency Distribution of the Writing Score of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being Taught by Using Cooperative Writing	48
4.3 The Result of the Writing Calculation of the Mean and Standard Deviation of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before and after Being Taught by Using Cooperative Writing	50

LIST OF FIGURES

Figure	Page
3.1 The Experimental Designs by Using Pre-Test and Post-test.....	32
4.1 The Polygon of Frequency Distribution of the Writing Ability Of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic year 2013/2014 before Being Taught by Using Cooperative Writing.....	45
4.2 The Polygon of Frequency Distribution of the Writing Ability Of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic year 2013/2014 after Being Taught by Using Cooperative Writing	49
4.3 Sampling Distribution showing t (obtained) versus t (critical) $\alpha = 0.05$ two tailed test, $df = 34$	52

LIST OF APPENDICES

Appendix	Page
1. The Syllabus of English Subject of the Tenth Grade Students of SMA NU Al Ma'ruf Kudus in The Academic Year 2012/2013.....	68
2. Lesson Plans for Five Meetings.....	70
3. The Pre-Test and Post Test Task.....	99
4. The Score of Writing Test of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing	100
5. The Calculation of Mean and Standard Deviation of the Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 before Being Taught by Using Cooperative Writing.....	103
6. The Score of Writing Test of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being Taught by Using Cooperative Writing	105
7. The Calculation of Mean and Standard Deviation of the Writing Ability of the Eighth Grade Students of MTs NU Al Hidayah Kudus in Academic Year 2013/2014 after Being Taught by Using Cooperative Writing.....	107
8. The T-Test Value.....	109
9. The Calculation of T-Test.....	110